
專題演講

世界各地的體育素養 - 最新發展 -

*Physical Literacy Around the World -
Recent Developments*

Margaret Whitehead

配合 Margaret Whitehead 理事長所在地區時差，專題演講
事先預錄，影片可於活動當日或於活動結束後至 FB 體育課
好好玩粉絲專頁，以及體育課程與教學資源網觀看。

健體領網推動 身體素養論壇

主講人



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Margaret Whitehead 博士曾在學校教授體育，並在劍橋大學哈默頓學院講課。她設計、領導和教授體育初等師資培育。Margaret Whitehead 於 2000 退休，於 1998 - 2000 年博士曾擔任英國體育教育協會（PEAUK）理事長。

Margaret Whitehead 博士研究教育哲學，並於 1987 年獲得博士學位，研究存在主義意涵和體育教育實踐現象學。2000 年從英國貝德福的德蒙福特大學（現為貝德福大學）的全職工作退休，回歸研究領域。

Margaret Whitehead 博士現在是國際體育素養協會（IPLA）理事長、現任貝德福德體育老年學生會主席、貝德福德郡大學客座教授，也是一位體育教學顧問。

Margaret Whitehead 博士致力於體育初等師資培育，講授教材教法，並為許多關於體育教學相關書籍作出貢獻。最近幾年，她發展了體育素養的概念，並在許多國際研討會和學術會議上推廣體育素養的概念，Margaret Whitehead 博士於 2010 年首先出版《Physical Literacy: Throughout the Lifecourse》以及 2019 年出版《Physical literacy across the World》，此兩本著作對於全世界身體素養發展有重要的影響力。

※ 以上資料摘自：

Whitehead, M. (2010) *Physical Literacy: Throughout The Lifecourse*. Routledge, UK. Whitehead, M. (2019) *Physical literacy across the World*. Routledge, UK.

<https://www.physical-literacy.org.uk/about/structure/>

IPLA CONFERENCE OCTOBER 2021

Physical Literacy: Cultural Connections around the World

Physical Literacy: Developments around the world

Margaret Whitehead

I am pleased to present to you at this exciting World Conference.

My thanks to all those who have worked very hard to make this a reality

Please can I start by reminding you of these two books. Essential reading.

The second does not replace the first, it builds on from it. The first makes a strong case for Physical Literacy to be relevant throughout life and the second shares with readers how PL has spread across the world.

This keynote will sketch the continued work of 8 countries and then propose a particular approach to arguing for the value of PL.

INDIA'S PHYSICAL LITERACY JOURNEY

India's physical literacy story is notable in many ways. The concept of physical literacy came to the notice of a national sports star Shri Pullela Gopichand who was the All-England Champion in Badminton and runs the Badminton Academy in Andhra Pradesh. This sportsman became aware of the very low level of physical competence in young people. In his consideration of what could be done he came across Physical Literacy work in Canada and subsequently in UK. Working with two associates in sport's management in Andhra Pradesh he ensured both that representatives from India came to a conference in UK and that people from Canada and UK were invited to India.

Inspired by the possible benefits to the young and to the whole adult population, of a commitment to regular physical activity throughout life, Shri Gopichand set about making changes.

India's challenges were, and are, the massive size of the country but its strengths are its holistic philosophy and its long history in the arts and some movement forms, such as dance and yoga.

From a situation in 2017 where there was

- very little PE in school and no curriculum guidance
- very few qualified teachers
- poor facilities and equipment in school and beyond
- 1% of the adult population was active
- No research or scholarly activity

....there has been a sea-change

The sportsman engineered the closure of some roads in Andhra Pradesh for a whole day, to set up free physical activity opportunities for the whole family. These were and are very popular.

PE has been integrated into the curriculum of Andhra Pradesh schools. There is a systematic development of teacher training including work in school. The sportsman has supported the ELMS Foundation which has trained over 2000 teachers across the country. Multiple webinars are being conducted in every state in the interests of launching a FIT INDIA Scheme based on Physical Literacy. A number of private organisations have been set up to promote physical literacy.

There is a close and productive collaboration being developed between physical activity and health.

In addition there is an initiative to introduce physical literacy in workplaces and to commence some research. Physical Literacy India, part of the ELMS Foundation, have worked on a new sports policy for the state of Andhra Pradesh, based on physical literacy. This group continues to promote physical literacy nationally and to lobby government to set funds aside for this critically important work. In addition, 3 Heritage schools in Delhi have developed a local model of physical education embracing Physical Literacy in action.

Tremendous progress - to have a leader in the field in the far east, in the shape of India, is excellent.

Well done and thank you India.

WALES' PHYSICAL LITERACY JOURNEY

The initiatives to develop Physical Literacy in Wales were led by Sport Wales who developed profitable links with Universities, Schools and other organisations such as Girl Guides and Boy Scouts. Sport Wales were very alert to the need for a new approach to get the Welsh people moving. Working from the IPLA definition they embarked on a strategy to introduce, sell and clarify the concept. They produced a video and various wall charts and fliers. They monitored the effect of these and subsequently produced

modified versions. Their mission was to enhance the quality of life for all. Sport Wales targeted schools and began to influence the curriculum. Other priorities at this stage were to reach a wide population, create a tool to chart progress and to answer the question 'What does Physical Literacy look like?'

Reporting back a year after the publication of the book Sport Wales identify the following progress:- They have

- commissioned a number of physical literacy Consultants to work with National Bodies of Sport to help them to develop physical literacy
- secured a research project to study the benefits of Welsh Triathlon to the promotion of PL.
- worked with IPLA to devise and run a training scheme and to develop an instrument to chart progress.

Two years after the 2019 publication and alongside management changes at Sport Wales they report the following progress:- SW were involved in

- ✓ A new curriculum in Wales, due to start in 2022 including PL informed PE
- ✓ Secondly, the implementation of a new Vision for Wales and a new strategic approach which encapsulates the principles of PL
- ✓ The commissioning of a physical literacy consultancy review to be completed by a researcher on behalf of Sport Wales.

Previous consultancy work focused on supporting National Governing Bodies of Sport. This was concerned to embed physical literacy into their strategies and business plans and support the operational delivery in community settings. Several outcomes have been achieved to date. These include:

- Creating and delivering community physical literacy workshops
- Facilitating internal consultation within NGBs about a physical literacy approach

Finally Sport Wales has established a *Foundations Focus Group* to connect with partners to help raise the profile of physical literacy, practice across Wales. A diagnostic physical literacy reflective tool has been designed and trialled by the group.

This has been a well-managed development, which is soundly established and is making a difference. Thank you, Wales.

NEW ZEALAND'S PHYSICAL LITERACY JOURNEY

Interest in the concept of Physical Literacy in New Zealand was initiated and continues to be overseen and developed by members of Sport New Zealand. This was

demonstrated clearly by colleagues from SNZ travelling to UK on more than one occasion to attend IPLA conferences, present papers and share their views and thoughts with us all.

While SportNZ steered the boat, partnerships were maintained with other sectors such as Education and Health. Contact was also maintained with ILPA, Australia and Wales.

Timing was fortuitous in that SportNZ were working on a new Community Sports Strategy. There was a perception that NZ could no longer call itself an Active Nation, as they were facing the world-wide problems of sedentary lifestyles, obesity and poor mental health.

The concept of PL sat well with aspects of NZ culture. For example their underlying philosophies were at root holistic, and their commitment was clearly across all sectors and ages of people. The Māori traditions of life-long commitment to health and the concern to ensure Human Flourishing also mirror IPLA sentiments. However to keep in line with tradition SNZ have added a spiritual domain to the definition which otherwise broadly follows IPLA lines.

As indicated in the chapter SportNZ created and followed an ambitious programme to share the concept of PL across the country and to provide seminars, courses and resources to support the advocacy.

At the end of the chapter in the 2019 book they propose that their priorities are to:-

- Create more resources
- Work on charting progress
- Develop understanding of the concept
- Provide practitioner guidelines.
- Make sure SportNZ's voice is heard in national initiatives concerning health, well-being and human flourishing.

Going by the two updates they have sent us they have certainly been busy.

In the time I have, I will share with you some of their initiatives.

These include

- Ensuring that advocacy of PL is 'brought to life' in ways that are practical, reflect NZ culture and use more commonly accepted language
- Deepening understanding of physical literacy
- Providing practical examples and case studies
- Learning from examples of good practice
- Using and reflecting on a self-assessment tool that aims to support organisations in their understanding of Physical Literacy.

This represents a huge amount of work, but this seems to be having the desired effect – a country wide appreciation of the value and importance of physical activity in life, and the determination that National Policies should reflect this value.

I have every confidence that New Zealand's commitment to the broader goal of PL - in its contribution to Human Flourishing- will add significantly to the worldwide support for our work.

SCOTLAND'S PHYSICAL LITERACY JOURNEY

The initial interest in Physical Literacy came from two senior members of the Health and Well-being Section of the NHS in Dumfries and Galloway (a region of Scotland). They viewed Physical Literacy as having potential to solve some of the multiple health problems in this Region including a sedentary lifestyle and a less than ideal diet. It was felt that combining the physical with diet and food would be a valuable approach in line with to the Scottish government's Goal of 'The Well Being of future generations'. Under the head of Physical and Food Literacy a scheme was drawn up to make changes in a wide variety of systems.

A range of measures were planned and operationalised. These included Physical literacy awareness meetings, courses, training and the provision of guidance materials. The success of this approach was that all these interventions were bespoke and designed in a form that made them accessible to each target group, such as Local Authority staff, NHS staff, teachers and parents. For example the IPLA Foundations Course was re-written for parents. Within this programme the team worked with IPLA to implement a simple self-report instrument to chart progress in appreciating the nature of PL.

The IPLA definition was used within the Physical and Food Literacy approach and has been seen as valuable in making a significant impact on people's lives.

In the last ten years the team have reflected on their progress and directed their energies to three particular areas

The first area was to share the work widely, – this has issued in

- PL being included in the National draft physical activity systems map
- Encouraging the use of exercise prescription
- Being included in a recent publication entitled 'The positive contribution of PA and sport to Scotland.'

Secondly was to work to operationalise PL – this has resulted in

- Getting a grant from Public Health Scotland to produce resources to support Early Years practitioners and parents
- Mounting communications campaigns
- And furthering the development of a tool to find out how far the concept is understood and is being used.

The third area of focus was to build capacity and this has involved

- Working with **Sport**Scotland to develop a new 2-hour module to support Early Years practitioners in PL & FL
- And the creation of appropriate resources.

This is an impressive journey - to battle and be heard in the myriad of bureaucratic hurdles in public health is praiseworthy. Thank you, Dum & Galloway, – a model for other Regions to follow.

We look forward to following your journey in the future.

EUROPE'S PHYSICAL LITERACY JOURNEY

The interest in Physical Literacy in Europe has ebbed and flowed in the C21. The philosophical roots of the concept are familiar to many as the principal philosophical schools have their base in Europe. However, each country has a particular history and culture, and this makes consensus building challenging.

In producing the Chapter in the book the author was in contact with other European Countries. Overall there was a cautious welcome to the concept as colleagues were interested to explore new ideas and approaches. It is likely that those in the physical education profession were keen to examine views on the value of the subject area and the contribution it could make to education as a whole. However, most of the interest in Physical Literacy was in the University Sector. Meetings and discussion groups were held, and papers and articles were produced, very often in an effort to develop a consensus concerning the concept. This proved problematic. Some felt Physical Literacy was overly cognitive, others saw it as dualistic. Some countries were already moving to learner centred teaching approaches while others retained a more didactic *modus operandi*. There was also a significant problem related to translating 'Physical Literacy' into many of the other European languages.

Work continues in Europe, but there are still varying positions in relation to the definition and interpretation of the concept and a great deal remains to be clarified before a consensus can be realised.

In many countries, the tension around measuring progress and operationalising the concept, have created a focus on designing a range of assessment tools to be utilised mainly for research purposes. Measuring progress holistically and understanding how to provide rich environments that enable practitioners to develop physical literacy, remain a key area of development.

Governments, organisations and individuals are aware of the importance of physical literacy and physical activity, especially more recently with mental health and wellbeing issues related to Covid.

A workshop organised by AISEP in Liege gave time to consider pedagogies of physical literacy using a design thinking approach. Workshops such as this are very valuable and allow academics and practitioners to reflect on practice and consider how to inspire and educate others in relation to approaches to promote physical literacy.

One positive move has been the Establishment of an Erasmus Project entitled 'Physical Literacy for life'. This has brought together colleagues from across Europe. This project has allowed many country organisations to collaborate on projects related to PL. More recently, the Physical Literacy for Life project led by ISCA and EUPEA has provided a new definition of PL, questionnaires for teachers, coaches and citizens and a range of materials including videos that help individuals to understand the concept and reflect on their practice related to providing physical literacy enhancing environments. Interest is clear but there is still much to do.

AUSTRALIA'S PHYSICAL LITERACY JOURNEY

Australia has been a leader in the field relating to Physical Literacy for the past 12 years. Interest in the concept influenced colleagues in one university to seek funding to put together a booklet entitled Get Australia Moving. The motivation to do this work was related to Australia no longer living up to its promise of being an active nation as well as the global problem of ever more sedentary lifestyles. Physical Literacy featured centrally in this booklet. Interest was initially confined to Australian Sports Organisations and universities, but the concept was fully debated in the planning of a new curriculum in schools. The place of PE and PL initiated lively debate, with many seeing these areas of work coming under the heading of Health.

Such were the varied views concerning physical literacy that a team was put together to carry out a Delphi Poll to find a consensus. The final view broadly acknowledged the IPLA definition with minor rewording and the inclusion of a Social Domain. In addition, colleagues favoured the view that Physical Literacy was more akin to a learning programme than a disposition to be fostered. Leaders in Australia favoured seeing physical literacy as lifelong holistic learning, acquired and applied in movement and physical education.

This consensus provided the foundation for the development of ladders of progress for use in planning an assessment tool and a variety of resources.

When the 2019 book was published it was felt that there was still work to do both to promote understanding of the concept and to contextualise the development of a physical literacy approach, not least with the indigenous aboriginal peoples.

The development work since the publication of the book has been impressive. I have selected six particular initiatives from the long list of valuable projects

- the activation of a Physical Literacy Leadership team by Sport Australia
- Sport Australia re-engaging the leading Australian Physical Literacy researchers to finalise the AusPhLi Framework
- Development of a pictorial self-assessment tool for primary school-aged children
- Production of a dedicated PL website and an animated Video
- Supporting schools in applying PL through Sport Australia's Sporting School Plus project
- Creation of a Special Interest Group in PL as part of the newly formed Australian Society of Physical Activity

Each of these involves much time and work and colleagues are to be thanked for their resolve and commitment.

Every effort seems to have been made to ensure that the more academic developments, benefit practitioners and participants on the ground.

Thank you, Australia.

CANADA'S PHYSICAL LITERACY JOURNEY

As with Australia, Canada began to promote Physical Literacy about the same time or before the publication of the first PL book (2010). Principal in this initiative were Universities and Canada Sport 4 Life. This is a funded organisation with a commitment to raise standards in Sport and contribute to promoting a physically active life. At this time the problems of a sedentary lifestyle, obesity and mental health were growing apace. The original focus that CS4L pursued was a Long-Term Athlete Development model which mainly catered for participants up to about 12 years. There was a focus on physical skills in the form of FMS. ..With the development of Physical Literacy CS4L began to include a concern for a holistic, life-long approach for all. This was championed in education, sport, leisure and health sectors, with CS4L running conferences and courses to spread understanding. Some confusion over different definitions saw a wide debate and then agreement on a consensus definition which broadly matched that of IPLA.

Work on the concept has developed apace as more Universities, Associations and schools have become involved. Three instruments to chart progress were developed CAPEL, PLAY and PASSPORT FOR LIFE and wide range of research was carried out. Numerous refereed papers were written. I think it is true to say that Canada has provided the most refereed papers of any country

Colleagues in Canada continue to work hard to meet the needs of the various groups of people. For example the Indigenous peoples, women and girls, French speaking Canadians and the older adult. Of particular note is the work with those with disabilities. The Abilities Centre has received continuous investment from the Ontario Government to advance accessibility and inclusion for those encountering barriers. The Steadward Centre for Personal and Physical Advancement in Edmonton has set up an Inclusive Play programme and the Calgary Adapted Hub has promoted physical activity to help to build friendship and gain confidence.

There has also been a move to ensure that teacher trainers and teachers are familiar with the concept. PETE courses and coach training include work on Physical literacy in school. Teaching approaches have been re-aligned to ensure teaching is child centred, focused on the whole child and works to promote life-long physical activity.

All this development has been facilitated by productive partnerships across the sectors. Despite the size of Canada I believe that most states are aware of the concept, and many are considering re-aligning their work to PL principles.

Great work Canada.

USA'S PHYSICAL LITERACY JOURNEY

The Professional Association, SHAPE America, initiated interest in Physical Literacy in the 1990s alongside developments in UK, Australia and Canada. The introduction of the concept was timely both in respect of health and obesity problems but also as SHAPE was working on new National Standards. SHAPE Developed useful partnerships with Education (PE), the Military (ref Health) the Fitness Industry, GBS (ref LTAD) and a range of Girls' and Boys' clubs. There were also moves to relate PL to Nutrition and Mindfulness

Unanimity across the sectors was challenging not least in the absence of federal oversight (that being left to US Olympic Committee). While there is a branch of SHAPE in every State, there were also State specific interests and priorities.

The Aspen Institute led an exercise to agree a US wide definition which only deviated from the IPLA definition in replacing Motivation with Desire.

In sharing development after publication of the 2019 book, these promising foundations had not progressed as fast as was hoped. Most development has been seen in:-

- Work with GBS – albeit with an under 18 focus and FMS/LTAD bias
- Reference to PL in National Standards. (While it is good that PE was included these Standards, they are based on Norms which is an approach that IPLA do not recommend.)
- Work with underserved populations, the older adult and individuals with disabilities
- Work in PE with useful discussions around curricula, publications and charting progress

There is still work to do to

- Develop the understanding of the concept and its relationship to PE and PA.
- Sell PL as relevant to life-long participation
- Embed PL in Universities, particularly in PETE courses
- Establish a research centre in USA

Looking at the situation from a state perspective a colleague working in Massachusetts has shared the following thoughts about the take up of PL.

In a nutshell there is no Federal or State-wide guidance but a good number of exciting and valuable initiatives.

Worrying situations are that the attention given to PE varies enormously in different States.

Promising initiatives are mainly headed by a particular group or an individual entrepreneur. For example

Laureus Sport for Good USA worked on UN's Sustainable development goals (e.g. Education, Health and Well-being, Employment, Inclusive and Peaceful Society)

The Centre of Healing and Justice Through sport, Play-Sports Coalition, Play Equity Fund, Adaptive Sports, Intercity Weightlifting, National Academy of Health and Physical Literacy, Early Childhood Bright Spots. Chicago Run.

All these are exciting initiatives - worth looking up.

There seems a vibrant groundswell of those who want to promote PA/PL

What is needed now is some form of leadership to bring these people together to sell their message.

There are exciting developments and I applaud all those who are working hard to promote PL in challenging situations.

My thanks to all those who have kept me updated. I hope their journeys will help you all, in your promotion of PL.

You will notice that while all these countries are in tune with the general direction of the IPLA concept and definition of PL, each country has modified aspects of the concept, so that it is in line with the deep-rooted cultural approaches, the specific educational needs and the particular philosophies of the country.

I do not see these slight variations as a threat to the concept, as PL springs from recognized and well-argued philosophical positions about the nature of the human condition, and the way that we interact with each other and the environment to create ourselves.

In this context I would argue that, notwithstanding some variation, the underlying tenets of PL are relevant to all humans. The philosophies I am referring to are Monism, Existentialism and Phenomenology. This is the rationale against which I consider the nature of the work in a particular country or state.

I ask myself a number of questions.

1. Are participants treated as a whole – not a person with a mind that ‘manages’ the body - as a thoughtless machine?
2. Are the participants treated as unique individuals who each warrant support and attention whatever their needs, age and endowment

If the answer to these questions is in the affirmative, I judge that the roots of PL are likely to be being securely addressed. *In the main these learning experiences are in evidence as part of HOW sessions are planned, run and evaluated.*

And there are two further questions I ask myself and these are:-

3. How far are the practitioners focussed on the experiences of the participants in the long term? Do participants have both a broad experience of different types of physical activities and enough time to explore these activities so that they grow in self-confidence and self-belief? *In the main these characteristics relate to - in WHAT range of activities are participants involved.*
4. And finally - Is physical activity seen as a valuable life-long area of human endeavour, to be nurtured and celebrated? Is PL ‘sold’ to be of value throughout life? *This relates to the JUSTIFICATION for promoting PL*

Once again if the answers to these two questions are in the affirmative, I judge that the direction of the work is securely located in PL practice .

The IPLA definition continues to be important and remains at the centre of our work, with PL being a disposition in the form of a life-long commitment to physical activity. However I believe that what is important is less about the exact wording of the definition and even what is or is not included herein, but more about contributing to creating a

way, to live life, more fully and realise the potentials that we all bring into the world. One of these being our embodied capabilities (Nussbaum).

As you can see, I have arrived at a position wherein the credibility and value of PL would seem to rest, in part, on enriching life, or Human Flourishing.

I doubt that there would be much argument about the value of an activity that can readily be seen as enhancing the quality of life. So the relationship of PL to HF becomes a significant pillar in setting out our case for the value of PL.

And this moves me on to look at this relationship between PL and HF.

The question is, can we create a case which, unequivocally, sets out the way that PL contributes to HF, such that the value of PL can be endorsed with confidence?

So, we need to look at/study the nature of HF to lay the ground for making this case.

What do we mean by HF? There is not one clear cut answer to this question as HFL is subject to a variety of definitions. However as a general rule all would probably agree that it can be described as a state of well-being in which an individual is thriving optimally.

It has been proposed (VanderWeele 2017) that this state of wellbeing is one in which the individual experiences:-

- ✚ Happiness - in that, needs are satisfied
- ✚ Mental and Physical Health
- ✚ A purpose in life which gives it meaning
- ✚ Situations that facilitate character development and virtue
- ✚ Situations that foster close relationship with others

How far does PL share these characteristics? I would venture to suggest that in fostering the disposition that is PL, the individual would experience all of the above. In this way PL could be seen as contributing to HF.

These broad sentiments are shared by Rasmussen (1999) who describes characteristics of a life that could be described as HFL as one that provides opportunity to experience and enact a particular lifestyle. This is one that is :-

is objectively good, inclusive, individualised, agent dependant, self-directed, and socially constructed/sensitive.

Again I would argue that PL can play a part in securing a lifestyle that offers these experiences.

Finally Ryff and Keyes suggest that constituent traits associated with human flourishing are that the individual demonstrates

- ✓ Autonomy
- ✓ Personal growth
- ✓ Self-acceptance
- ✓ A purpose in life
- ✓ Environmental mastery
- ✓ Positive relationships with others
- ✓ Optimism
- ✓ Vitality

Again many of these traits are flagged up in writings about PL.

Chapters 18 and 19 in the 2019 book go into much more detail and include the fact that HF and PL share common philosophical roots. In addition Chapter 19 looks at two further aspects of HF to which PL can contribute. These are providing breadth of experience across many aspects of human potential and enabling every individual to express their nature as human beings.

The message that rings out from this short presentation regarding the nature of HF, is one through which we can readily see how PL can make a positive contribution to this desirable aspect of life.

PL can contribute to the state of well-being or HF - as outlined by VanderWeele

PL can add to a lifestyle associated with HF - as set out by Rasmussen

PL can foster the traits associated with HF- as set out by Ryff and Keyes

What is more PL offers a unique context/environment/situation for enhancement of HFL from every angle. It draws from our embodiment and our embodied potential. It throws light on a unique aspect of human interaction with the world, including other people.

I propose that what I have referred to in this final part of the lecture provides a clear case which unequivocally supports the value of PL in its unique contribution to a life, lived to the full. We are on firm ground. Now we need to sell our commitment, with confidence.

Onwards and upwards.

Thank you